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The School Journal.

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THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

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Now and then there appears in some of the educational journals a criticism on the plans of this paper. Honest criticism is welcomed. Let the man who can point out better methods for advancing education than are employed in this paper do it. If we are wrong we want to know it; we are for the *truth*. Criticism is one thing; fault-finding is quite another. We do not expect this paper will

suit the vast number who have been brought up in the superstitions that prevailed in this country from 1850 down to 1875. That was a hard season for the schools. The mark is on many teachers yet. But, as in the spring the sun's rays melt away the accumulations of frost in the icy North, so will the rubbish that has been forced on the children under pretence of educating them disappear, and common sense have sway in the school-room.

A RECENT census of a Philadelphia boarding school of forty-eight girls showed that one could make bread, one knew how to fry oysters, three knew how to broil a beef-steak, forty-six could embroider, forty-seven could dance, and forty-eight say *parlez vous français?*

"OLD BOURBON" has been writing for the papers on education. Of course he opposes it, or so much of it as each individual cannot get for himself. Since the country does not feed and clothe all children, why should it educate them? The argument that the state needs capable citizens, and therefore has a right to collect a tax to educate all children, he considers old, worn out, and stale. He says that godly citizens are far more necessary than learned ones; and well-fed children much more needed than sickly ones, therefore the state should sustain churches and eating-houses by public tax. This argument he thinks is conclusive. He considers the maintenance of the free school by universal taxation the entering wedge of the worst sort of socialism, and says "If the state takes money from my neighbor to educate my children, why should it not also take money from him to give my children homes? The state did not ask me if I were able to earn money to educate them myself, why should it insist that I should earn money to buy a house, and feed and clothe them myself?" Standing on this foundation, "Old Bourbon" says he knows he cannot be dislodged, and we have no doubt he cannot be, for, as he sees it, the syllogism is perfect. It reads as follows: First proposition.—The state should do for no man what he can do for himself. Second proposition.—Mr. Smith is abundantly able to educate his children. Therefore.—The state should not pay for the education of Mr. Smith's children. The difficulty is with the first proposition. *It is false.* Let us take the argument in another form. First proposition.—A child should receive nothing, except as a pauper, that its parents are not able to give it. Second proposition. Mr. Jones is not able to give his child an education. Conclusion.—If Mr. Jones' child receives an education at all, it must be through charity, as a pauper.

This, as we understand it, is the reasoning of "Old Bourbon."

NOTHING pleases a child better than to be treated as a rational and intelligent being, and nothing is more disagreeable to him than to be talked to as an inferior person. Childish twaddle is more repugnant to a

child than to a man, and to be preached to more disgusting than anything he can receive. We doubt whether sermons to children ever do much good. They are most piously intended, but most unwillingly received, resembling the nauseous doses the old doctors used to give. It is clearly in our minds how we felt when we were obliged to sit upright and listen to an address which usually began with "How important it is for you ever to remember that the path of virtue leads to happiness. Your young minds are wonderfully susceptible to influences. Like prints on the clay so are forces impressed upon you. Let me warn you to shun evil companions and places, keeping in mind the law of purity and happiness." Excellent, but totally inappropriate. These well meaning teachers would often lecture us personally somewhat after this manner: "It is for your good I now talk to you. You must remember what I tell you. Shun these habits that will ruin your health. Read good books. These bad books will destroy your life." Nevertheless, we wanted to smoke, all the same, and, just once, read a questionable story somebody gave us on the sly. We wanted to go into the bar-room and find out for ourselves what they did, and the preaching didn't much hinder us. It was something else that followed us like a good angel, and whispered good counsels in our ears, which we heard and followed. It was hero worship. An ideal had been formed from reading stories, and we worshipped the demi-gods of history; we wanted to be like them and *we tried*. It may be the heroes of the church or the nation, it matters little which; so they are good heroes, worthy heroes; they will exert an untold influence on the moral nature. A child is never made good by being told he must be good, neither is he frightened into being good. He is lifted by the drawing of an inward impulse. Now plant that and the child is safe, do not plant it and he is lost.

Every child has an innate sense of what is honest and dishonest. It is born in him, but he doesn't always want to be honest. He knows it is wrong to cheat, but nevertheless he will cheat. Why? because in him there are two natures, the good and the bad. Which one will be the ruler depends upon circumstances. The best natured and most honest child in this nation can be made as cross as an old despot, and as dishonest as Shylock. It all depends upon whether his good or bad impulses are trained, and what kind of ideals govern him at the start. If his heroes be good heroes he will follow them, but if they are bad heroes he will follow them. An older boy may become the hero of a younger one, and make him ten times more like himself than he is. The young boy is intensified in following the old boy. So a moderately bad man, a hero in a community, will influence a multitude of boys to travel in his path who will be certain when once started, to reach a point in depravity far in advance of what the original hero ever dreamed of gaining.

THE article on the "Spirit of the Kindergarten," in another column, is an outline containing the body of much thought. Even the bones are full of suggestions as to what the beauty of the full-fleshed essay might be. Its author, the nephew of the great Froebel, is ready for engagements to lecture on this important subject wherever he may be called.

SUPT. A. W. EDSON has been elected to the care of the Jersey City schools, to succeed Superintendent Barton who recently died. Superintendent Edson has recently had charge of the schools of Attleboro, Mass., and formerly was Principal of the State Normal School of Vermont. He is a man of tact, energy, education, and success, and we have no doubt will excellently fill the place of his lamented predecessor.

THE Toronto *Educational Weekly* says, and says forcibly, that "there is a want of those who will undertake the study of the child's mind. Till this is done—thoroughly done, scientifically done, nothing can be accomplished in the way of discovering how that mind is to be taught. We know all about the mental habits of bees and ants; much also have we learned concerning the mental habits of apes; but of the mental habits of infants and children we are yet sadly ignorant. Till we have discovered how a child learns; what he first perceives; how he groups perceptions; when he begins to generalize; in what manner he separates the abstract from the concrete; how he links sensations; what fixes an idea; what relations pain and pleasure bear to ideation; how emotions and cognitions are united; what are normal stimuli to conception; what abnormal;—we may leave the extension of the list to our famed philosophers—till we have discovered such things, how are we ever scientifically to form, or even to inform, the mind?"

THE EDUCATIONAL CALENDAR which we publish from week to week can be made very useful in school-room work. Here is one plan:

Let some pupil, who is a good writer, place on the board in clear and large characters the events of each day, where they can be seen by all. At some time they can be distinctly read by some pupil. A few questions can be asked and one or two incidents mentioned by the teacher. This can remain until the day following and the pupils requested to tell anything that they can find relating to the life and character of the persons mentioned. Even if no requirement is made, much information can be imparted; at least the names will be impressed on the minds, and this will be worth something. There are thousands of graduates of high schools who cannot write two connected sentences concerning James Fenimore Cooper or Aaron Burr. This is not an unguarded statement. *We know it to be a fact.* They can explain the rule for the extraction of the cube root by algebra, but cannot tell whether Whittier is dead or alive, or what Wellington ever did besides whipping Napoleon.

WILL our readers do the cause of education and us a valuable favor? It is this: We want to find from a large number of teachers the following items:

1. The best books of reference, pedagogical and others, for a *teacher's library*, that can be bought for ten dollars.

2. The best that can be bought for twenty-five dollars.

3. The best that can be bought for fifty dollars.

4. The best that can be bought for one hundred dollars.

We want to find out (1) the best books for a *school library* that can be bought for twenty-five dollars.

2. The best books that can be bought for fifty dollars.

3. The best books that can be bought for one hundred dollars.

4. The best books that can be bought for two hundred dollars.

5. The best books that can be bought for five hundred dollars.

These are important questions, and if our friends

will aid us in answering them, and so indicate by postal card, we will send a list to be marked and returned. We know we are asking for much work, but it will be a contribution to the cause of sound education, and as such we hope it will be cheerfully rendered.

THE Maine State Superintendent of Public Instruction recommends: "(1) The abolition of the district school system; (2) The establishing a more efficient system of local supervision; (3) The making it the duty of towns to furnish free text-books; (4) Enforcing the laws compelling attendance; (5) Making the support of free high schools obligatory on all towns of certain population; (6) Making the diplomas of the normal schools certificates of qualification for teaching; (7) Authorizing a more extended course of study in normal schools."

In Maine the average salary paid to male teachers is \$32.59 a month and to ladies \$16.28. Why it is that men should be paid twice as much for the same work, often poorer in quality, than that done by women, is past philosophizing about. It is the standing conundrum of the present age. Most men cannot teach a primary school if they should try ever so hard. It is not in them to do it. But women are paid one-half what a man would be if he could do their work. If by any means primary school work should pass into masculine hands, (which, God grant, may never happen), salaries would at once take a boom of at least one hundred per cent.

THE educational editor of the *New York Tribune* says that:

"Summer schools are becoming a notable feature of American life. They appeal strongly to the desire on the part of the normal American to be busy if possible while he is doing nothing. Summer schools already cover a great variety of topics, and the indications are that they will be still further extended in the future. They are perhaps not an unmixed blessing, and it is to be hoped that they will not supplant the old, time-honored methods of acquiring knowledge."

We ought to have great respect for the educational prophet in the staff of the *Tribune*. His "perhaps" is both rhetorical and safe, while what he permits "to be hoped" for is eminently wise and conservative. What a dire calamity it would be if "the old, time-honored methods" of beating knowledge into the heads of the young should be reformed! What if summer schools should introduce new and better methods of learning geographie, history, and the languages. Suppose the ever lasting "must" of the old birch rod should be modified and mollified by the kindness of a newer and more Christian education? What a catastrophe it would be! Let the old-fog prophet of the *Tribune*, who so fondly clings to methods of the mediæval teacher, base no hopes of securing a resurrection of antiquated ways from the summer schools. They are the most radical educational gatherings in the world.

From Chautauqua, Burlington, Saratoga, Glens Falls, and a hundred schools in the Mississippi valley, have been uttered sentiments that would almost make the old-time teacher turn over in his grave. No, dear prophet, your hopes are tied to broken reed when you fasten them to the summer schools, hoping therefrom to gather much aid and comfort. The "time-honored methods of acquiring knowledge" are bound to be changed. This is the evident decree.

THE observance of authors' days may be made the means of great good in many ways. It will certainly excite great interest, and if properly conducted, increase information, and create a permanent love for literature. When this is done there will be little to fear from the influence of pernicious reading. But more than this, such observances will make pupils familiar with the language and thoughts of the best writers. Refinement of thought will be increased, and from this as a starting point the better culture of the whole nature will be sure to follow. Many lines of thought will be started that will lead to the study of history,

biography, and science, and thus there will follow a transformation of the whole being.

These exercises must be entered into heartily and regularly. A hap-hazard way of conducting them will produce no good. There are mines of gems and gold into which the young must be encouraged to dig. It may seem dull to them at the start, but when they find a diamond of the first water, or a nugget of purest gold, they will feel amply paid for all past work, and wonderfully stimulated to new searching.

The time has gone by for everlasting cramming on arithmetic, grammar, and geography. No child is now even decently educated, or passably well-informed who is not familiar with a few of the best writings of the best authors; and any teacher who grinds away this year in the old ruts without attending to this important part of a pupil's knowledge does not deserve to be continued in the work of teaching at any salary. Teachers who have neglected this duty must wake up, or they will soon be made to realize that they are already dead and only awaiting funeral ceremonies and a decent burial.

The JOURNAL will assist in making the most of this work. In future the exercises will be published, if possible, three weeks in advance of the date on which they are to be used, thus giving the teacher time to look up material from other sources and to make all the preparation necessary.

For the SCHOOL JOURNAL.

GEOGRAPHY IN THE GERMAN SCHOOLS.

No. I.

BY L. SEELEY, JR.

Geography is begun early in the course, usually the first year, with "Home Studies." Direction, right, left, up, down, the points of the compass, are fixed by use of concrete objects. The objects of the school-room are fixed; then the surroundings of the school, the city, its principal streets, public buildings, and other objects of interest are studied. The children are taken out to see the things talked about, their attention definitely called to what is important, and work is done to make careful, accurate impressions. Nor does the work cease with the visit made. Pupils are called upon to orally describe the walk, the principal points being carefully noted, and when the pupils are old enough, sketches are written, to be read in the future, and criticised, thus making many lessons in language of highest interest and practical value.

The advice has often been given to teachers to take the children out to learn the geography of the locality. Many earnest, enthusiastic teachers have acted upon this advice, and though they have had a pleasant afternoon with the children, have been compelled to acknowledge the effort comparatively barren of results. Or perhaps the unrestrained freedom which has been so difficult to control, has destroyed the good effects, prevented the lessons from being taught, and the teacher returns home worried and tired, thoroughly resolved not to make another trial. For the purpose of helping such teachers, and showing how this may be made one of the most fertile means of teaching geography, language, and perhaps history, as well as affording most delightful pleasure, we will describe a series of lessons on this point. To the true teacher the greatest pleasure lies in the intelligent, interested progress of his pupils.

The subject of the lessons mentioned is—

THE BATTLE OF JENA.

I. *History.*—The teacher related the historical facts connected with the battle, in substance as follows:

Napoleon had become Emperor of the French. He had defeated the Austrians at Marengo, the Russians and Austrians at Austerlitz—the "Battle of the Three Emperors,"—had won numerous victories. He had placed his brother Joseph on the throne of Naples, his brother Louis on that of Holland, and parcelled out many provinces to his relatives and generals. Europe lay prostrate before his victorious arms. He had formed the "Confed-

eration of the Rhine," the control of which he held himself, thus dissolving the German Empire.

These high-handed usurpations led to a fourth coalition against Napoleon, consisting of Prussia, England, Austria, Russia, and Sweden. Prussia raised an army of 150,000 men, and immediately commenced hostilities. Napoleon, with wonderful skill and promptness, pushed forward an army to Jena, where he met the Prussians and totally defeated them. The victory was so complete that Napoleon soon after entered Berlin in triumph. All Prussia lay prostrate at the feet of the conqueror. The King, Frederick William III., and the Queen, the beautiful, noble Louise of Mecklenburg, fled at his approach. The humiliation of the former, and the slander of the fair name of the latter by Napoleon, were amply avenged by their son, the present Emperor of Germany, in the war with France in 1870-1.

The relation of this immediately awakened the interest of the class in the matter, and created a desire for something more about it. It prepared the way for the study of the battle in detail. But before this can be done some acquaintance must be had with the geography of Jena, and that brings us to the second point.

II. Geography.—The teacher knew the geography himself. Jena is exceedingly rich in natural scenery, having many peaks raising their heads abruptly to the height of a thousand feet above the sea level, numerous valleys, a river and several small confluent streams, plains and adjacent villages. The city lies sheltered in the deep valley, surrounded by high peaks on all sides.

On a large sheet of brown wrapping-paper, perhaps five feet square, he had roughly drawn with black crayon the leading landscape features. This was placed before the class so as to correspond to the actual situation of the city as nearly as possible. Then the points were all named and the pupils made familiar with each on the map. With these children, this was for the purpose of familiarizing them with the map, many of them being already familiar with the geography of the surroundings.

But one step more and the preparation for the lesson is complete. To represent each army the teacher had selected paper of various colors, cut it into slips, each slip being pierced by a sharp tack; for example, red represented French; blue, Saxons; and yellow, Prussians. The pupils are made familiar with the purpose of these things, and then all is ready.

III. The Exercise.—The crayon map was hung before the class, and the bits of colored paper stuck upon it, representing the positions of the various armies. The direction from which each came was pointed out. Pupils were sent to the board to trace the line of Napoleon's march. Others to locate this mountain or that valley. "At 4 A. M. on the morning of Oct. 14, 1806, Napoleon rode among his soldiers and told them that their lives and honor were at stake, and that they must win the victory, thus creating great enthusiasm. At 6 A. M. the cannonading began. At 9 A. M. the Prussians were driven back." The retreat is illustrated by moving back the papers representing the Prussians, and moving forward those representing the French. "At 11 A. M. the French concentrated their forces and made a united attack. The Prussians charged upon them, but were thrown back. The battle lasted till 1 P. M., when the Prussians were routed." Each movement was illustrated by moving forward the colored papers. Pupils were frequently reviewed by asking: "What took place at 9 A. M.?" "Where was Napoleon at 11 o'clock?" "Where did the Prussians first retreat?" "What general commanded this division?" "When was the battle over?" "Where did the Prussians make their final stand?" "What help did the Saxons give?" "In what church were the wounded cared for?"

As these questions were asked, the places mentioned were pointed out on the map. The whole of this work was for the purpose of familiarizing the pupils with the positions of the armies at various times, the names of the generals, and the general movements of the combatants.

For the SCHOOL JOURNAL.

THE SPIRIT OF THE KINDERGARTEN.

AN OUTLINE.

BY CHARLES FROEBEL.

I. THE ORIGIN OF THE KINDERGARTEN IS FOUND IN THE FOLLOWING PRINCIPLES.

1. Because the letter kills, but the spirit is the life.
2. The origin of the Kindergarten, in the failure of its founder to impress older pupils who had been mis-educated at home.
3. The degradation of the school through the conflict of school interests.
4. The ways of the educational reformer were hard.
5. The application of the Kindergarten methods not restricted to the education of very young children.
6. The two fundamental principles of the Kindergarten as to the ends and methods of education.
7. Frederick Froebel not the only one, nor the first to seek, the application of these principles.

II. THE KINDERGARTEN OF NATURE.

1. The value of education through active life superior to that of the education acquired in the schools.
2. The method of nature that of a continuous struggle for possession.
3. The succession of physical, rational, and emotional acquisition.
4. The succession of possession, want, desire, effort, and success, or failure.
5. The origin of investigation, knowledge, and renewal of effort.
6. The development of human faculties through the exertions of the struggle.

III. THE MAKE-UP OF CHARACTER.

1. The character composed of the raw material of inherited qualities, modified by education.
2. "Normality" and "abnormality" of inherited constitutions.
3. The nature of educational work, and its demands upon the teacher's character.
4. The refutation of the charge that "the Kindergarten is a forcing system."

IV. THE DEVELOPMENT OF THE POWERS.

1. The necessity of precedence in the initiation of the development of the powers.
2. The development of the physical powers, "harmonious" development, health, and happiness.
3. The necessity of continuity of supervision-day and boarding-school conditions,—city and country life.
4. The classification of the powers and functions, and the means for their development.

V. THE KINDERGARTEN AND CIVILIZATION.

1. The value of the Kindergarten dependent upon its relation to civilization.
2. The incongruity of the component elements and the conflicts of our civilization.
3. The charge that the Kindergarten does not prepare the young for the necessitous specialism of active life.
4. Harmony of quality and harmony of quantity in development, and their effect upon character.
5. The Kindergarten a protest against the authoritative method of teaching, a blow for independence of thought and feeling.
6. The teacher's influence upon the destinies of nations.

HOW CAN THE SYSTEM OF OUR PUBLIC SCHOOLS BE TRANSFUSED WITH THE SPIRIT OF THE KINDERGARTEN METHODS OF EDUCATION?

A. THE OBSTACLES TO REFORM.

1. OBSTACLES ENCOUNTERED AMONG TEACHERS.
2. Mental inertia, resistance to change in the habits of teaching.
3. Absence of motive. No promise of betterment of the teacher's condition.
4. Necessity of meeting the demands of the authorities of the schools.

B. OBSTACLES ENCOUNTERED AMONG SCHOOL AUTHORITIES.

1. Mental inertia.
2. Absence of motive.

3. Insufficiency of appropriations and of teachers' pay.
4. Overcrowding of schools.

5. Improper order of sequence, and subdivision of studies.
6. Necessity of meeting the demands of the public. Politics.

III. OBSTACLES ENCOUNTERED AMONG THE PUBLIC.

1. Mental inertia and conservatism; resistance to change in now prevailing educational conditions.
2. Absence of motive; insufficiency of the education of the past.
3. Youthful immaturity of the American character, and its signs, superficiality and selfishness.
4. Superficiality; demand for "accomplishments"; show examinations; American estimate of graduation and diplomas.
5. Selfishness; demand for immediate, tangible results; the so called "practical" spirit of American life, its causes and justification; objections to the increase of taxation involved in the extension and perfection of our school system.
6. Signs of approaching maturity of the American character; tendencies to the formation of classes and casts; objections to a free school system founded upon the prospective discontent of an educated working class.

B. THE REMOVAL OF THE OBSTACLES.

L. CAN THESE OBSTACLES BE REMOVED; TO WHAT EXTENT AND HOW?

1. Impossibility of effecting an immediate revolutionary change; necessity of the gradual education of teachers, school authorities, and the public.
2. To what extent depends upon the time allowed.
3. How? By the development of motives for reform through the promise of tangible advantages; by the extension and strengthening of those portions of the prevailing system in which the new methods are already actively employed; by the education of the adult portion of society through personal influence, the platform, and the press.

II. THE PRACTICAL APPLICATION.

1. A bird's-eye view of the objects of education; a classification based upon the relations of human nature to its surroundings; gnostic and technical branches; abstract and concrete branches; general and special branches; interactions of these groups.
2. Comparative adaptability of the Kindergarten methods to the several groups above mentioned; close relationship of the technical branches to the Kindergarten; industrial schools; two-fold effect of technical education.

For the SCHOOL JOURNAL.

ARITHMETICAL HEALTH-LIFTING.

By REV. S. W. POWELL, Brooklyn, N. Y.

No. II.

Several points were aimed at, viz :

First. to secure thorough mastery of all the additional and factorial combinations that can be made with the numbers up to 20. That is, if they were at work upon 19, they must become able to tell at once if you named 3 that 16 must be added to it to make 19, and that in 19 there are 6 threes and 1 one. It would not have been practicable to have puzzled their small heads with any sum or product higher than 20. That is, they were not set to find out what 3 and 16 multiplied together would produce, as that would give a product exceeding 20. Nor to find the sum of 16 and 19. As they went along, beginning with 3, they were not set at any process that would give a sum, product, quotient, or remainder larger than the highest number they had learned up to that time.

Second. They must—of course without using the word—master the idea expressed by the word "unit." That idea is the key which opens every lock in Arithmetic. This involves Reduction, ascending and descending. E.g., If they had 11 kernels, and were asked how many *threes* were in it, they went to work making groups of three each, and found that there were 3 threes and 2 ones. It was exactly the same process as when 11 feet are reduced to yards. They were brought to see 3 *units* of one kind and 2 of another lurking in the 11 kernels. Reversing the process, if 3 threes and 2

ones were mentioned, they learned—at first by actual experiment, and afterwards by a leap of thought—to arrive, by Reduction descending, at the fact that those groups contained 11 ones.

Third. As soon as they learned a number, they learned to make the figure and print the word expressing it, and to recognize either at sight. Before the end of the term their figures became quite shapely.

Fourth. Of course, then, it would not have been possible to make this an interesting game except as it was played together. Two or three must sit together and each be able to see what the other did. This involved their learning the valuable lesson of keeping quiet when excited. They might whisper to each other in the game if it was done so as not to disturb others. When they became noisy they must quit the game till next time.

Fifth. Results must be reached by experiment, and fixed in the memory by repetition of the experiment until it could be recalled without going through the work by which it was reached. It is a good thing, e.g., for pupils to make a multiplication table for themselves, but it would be of little use unless memorized so that one knows that $12 \times 7 = 84$, without actually adding 7 twelves or 12 sevens together. In fact, there should be such a familiarity with the sums, remainders, products, and quotients contained in addition, subtraction, multiplication, and division tables as there is with the word spelled with the letters *d o g*. That is, if one is dividing

$$\begin{array}{r} 6738 \\ \hline 123 \end{array}$$

the several successive quotients, 1, 2, 3, ought to be seen and recognized as a rapid reader recognizes words as wholes. Or in multiplying

$$\begin{array}{r} 122 \\ 6 \\ \hline 738 \end{array}$$

one should say to himself: "18, 13, 7," and not go through the common rignarole, "6 times 3 are 18, 6 times 2 are 12 and one are 13, 6 times one are 6 and one are 7." So, in addition and subtraction, one should name only sums or remainders, just as in reading one pronounces words instead of spelling them out, orally, letter by letter and syllable by syllable.

It was one main aim with these little ones to make them so familiar with the sums, remainders, products and quotients resulting from their operations, that they could instantly recognize them, as good readers tell words and clauses at a glance of the eye, or as a boy knows a horse or cow by sight.

Of course it was at first necessary to have a teacher with them all the time at their game to keep them on the desired lines of inquiry. At the beginning only their young lady teacher or myself could do this, but toward the close much that was mechanical could be entrusted to the brightest of the younger helpers.

The actual work is hard to describe; no journal was kept, and I may not be able always to distinguish accurately between what we did then and what I should do now. But of the results, and of the leading principles upon which we worked to reach them, I feel tolerably certain.

The exercises were, of course, very short, and were made as vivid and intense as possible. In a short exercise one can secure from young scholars keener attention than in a longer one, and this stress of attention provides most of the interest needed, and I think that another secret of the interest maintained was the thoroughness and promptness with which the results reached were fixed in the memory by repetition before going on, so that there was no groping around afterwards for mislaid facts; e.g., if Johnny is to go fishing, provided he can be all ready in two minutes, but not otherwise, he is a happy boy if he has a place for hat, shoes, pole, etc., and everything in its place, so that he knows he can lay his hand upon them. But if they are helter-skelter, and therefore he is likely to be too late, then he is an unhappy boy.

The teacher could gather a class of so small a number around her, so that all could see a slate in

her lap with the kernels on it. If the new number were 5, she would first fix the name in their minds and get them to recognize that number among others. E.g., she might arrange upon the slate several groups, such as a 3, a 4, a 2, a 6, etc., and here and there a 5. As soon as possible, she should get them to recognize, without counting and by a glance of the eye, the different groups up to 6 or 7. So, too, the names, *three, four, etc.*, should be plainly printed on slips of paper, and at first be laid alongside the groups. After the connection between the number and its spoken and printed name was fairly understood, the slips containing the names should often be arranged in irregular order the class practised in recognizing them at sight, without seeing the groups. John might point to the name-slips, and Sarah be asked to name them, or any one in the class who could might name them.

So in training the eye to recognize the groups at sight, dots might be made on the slate or blackboard, never keeping them long in the same order of arrangement, so that the recognition might be absolute and independent, without any spelling or counting.

After the names and groups were thus thoroughly fixed in mind (and whenever a new number was introduced there would of course be drill in the recognition of previous names and groups, and by this means all that had been gone over would be kept well in hand,) there would be drill in finding out the component parts of the numbers; e.g., a 5 would be found by experiment to contain a 4 and a 1, a 3 and a 2, etc., as well as 5 ones, 2 twos, 2 twos and a one, 1 three and 2 ones, 1 four and 1 one.

METHODS IN ARITHMETIC.

BY EDGAR D. BRINKERHOFF, Cedar Mills, Minn.

There was published in the JOURNAL some weeks ago, a lesson on multiplication of fractions, designed apparently for beginners, without the slightest reference to the concrete; all was abstract. This is obviously contrary to all principles of instruction in any but advanced grades. Few classes are fit to deal with number in this way. There are pupils nearly everywhere who know (?) how to find .5 of .125, but cannot with ruler and scissors find .5 of .125 of a square yard of paper! The crying need of our pupils is more work with the hands and brain on numbers of things present, and more brain work on numbers of things not present.

No class will ever find it expedient to study all the subjects of arithmetic presented apart from things. Number is difficult enough when studied in connection with things. In fact, the proper study of concrete number is all there is of the study of abstract number. Numbers of things are purposely presented for study for the sake of the numbers, and number is essentially abstract. Says a writer who cautions against continuing too long the use of numbers of things: "So abstract is number that, on that very account, we find it difficult to think it." Present for consideration numbers not applied to things, and to get rid of the difficulties of thinking it, pupils will take refuge in the symbols of numbers, thus ending all study of number.

The formal presentation of a process for multiplying abstract decimals is unnecessary. The child solves problems involving operations upon decimals of things. His written process may not at first be very elegant if he is really thinking of numbers, but he gradually finds more general ways and finally the use of figures becomes automatic. Should he fail to hit upon the pointing off device, a suggestion will be sufficient. Studying in the concrete gives the pupil something to fall back upon if he should forget the "process." The formal study of abstract numbers can be dispensed with, while the study of concrete numbers cannot. There is nothing to weaken the intellect in the study of the numbers of things not present.

In the article referred to, the teacher's first query is a true "leading question." No one could fail to see what answer is expected. "Since we first express, read, add, subtract decimal fractions as in-

tegers, how do you think we should first multiply a decimal fraction by a decimal fraction?" The pupil answers the question according to its lead, not taking the trouble to think of decimals, much less to weigh the expediency of multiplying decimals as they are expressed. The question might just as well have read, "How do you *guess* should we multiply, etc.?" Note that the words of the answer are exactly in the phrasing of the question. The questioner says "as integers," when speaking of fractions, and the pupil says, "As an integer" when speaking of one fraction. A better mastery of language, or a better knowledge of arithmetic, would enable a pupil to say, "As an integer is multiplied by an integer," the answer properly to be expected from the question.

Decimals should not be first expressed, read, added, subtracted as integers. In 9.8 less 7.5, five-tenths out of eight-tenths leave three-tenths. Seven out of nine are two. The problem need not, and should not, first be 98 less 75. But if decimals ought to be added, etc., as integers, it would be no reason why they should be multiplied in that way. That common fractions are added by first changing to a common denominator, is no reason why they should be multiplied in that way; and in fact they are not.

In multiplying a decimal of a square yard of cloth (say .125) it would be a cumbersome way of proceeding to think first of 125 whole square yards of cloth. If called upon to materialize a process, it would be very strange to begin by piling up 125 yards of cloth when only thousandths of a square yard are concerned. This integer method is founded on figures and is of little importance in education. Teachers have no difficulty in inventing for themselves modes of presenting work in figures after they have succeeded in bringing their classes to a proper understanding of numbers. In a system of notation without a uniform scale the integer method would be an impossibility. It is an arbitrary method and unfit for any but specialists.

After practically telling the pupil how to proceed in the first step, the teacher says, "Then multiply one hundred and twenty-five thousandths by five-tenths." The pupil does not do as he is told, but places these figures upon the board. The teacher then asks, "What have you multiplied?" taking it for granted that the pupil did really multiply something. Though he made the figures he may have been thinking of no number whatever. Wait until there is no such danger, and it will then be unnecessary to develop upon the class an explanation of the little device of pointing off.

A subsequent question about the comparative values of the false and true products does not set the matter right. If the question accomplishes its purpose, it only succeeds in bringing the pupil, after he has performed the act, to a consciousness of the fact that the result of his operation with figures corresponds with the result of a desired operation upon numbers. But more likely the question is unsuccessful, the pupil deciding the comparative values by the help of the words, rather than by any sense of the truth of what he asserts.

WHISPERING.

A CONVERSATION WITH AN OLD TEACHER.

How do you stop whispering?
I don't stop it. I regulate it.

Please tell me what methods you use.

The principal one is *interest*. I stop one fire by building another. When I see a pupil addicted to communicating, I first discover whether it is about school work or not. If it is not, I inquire of myself why he likes to talk of things outside the school-room rather than things inside; in fact, I begin a sort of self-examination as to the reason why I have failed to interest him sufficiently in his studies to lead him willingly to attend to school thoughts inside the school house.

Do you consider yourself responsible for the interest pupils take in their studies?

If I am not, who is? My duty is not done until I can influence each pupil willingly to study his les-

sons. Forcing pupils to do what they don't want to do is the prime cause of criminal whispering. I say *criminal*, for I do not consider that communicating about lessons with an honest spirit of inquiry is a great crime. The fact is, it is an excellent symptom in an indifferent scholar to find him anxious to find out something concerning school work that he cannot find out for himself. Many times I have rejoiced to find a pupil whispering about his work, for it gave evidence that his mind was *voluntarily* commencing to work. The best sign a pupil can give of progress is a spirit of inquiry. I am careful never to repress it when once it begins to be active. Frequently I have been obliged to quietly hint in a private way that he must be careful about his S's, suggesting that they are hissing sibilants. Generally this is sufficient, but if not I talk to him alone, being very careful to keep his confidence, and urge on the spirit of inquiry wakened into activity.

Some teachers seem to be more anxious to keep order and stop whispering, than rousing into action the sleeping energies of the children. Activity is the only evidence of life. A whispering, and even whistling, boy is worth a thousand times as much as a sleepy dolt who hasn't energy enough to kill a mosquito. I have seen a dull pupil so perfectly trained by a "first-class disciplinarian" (?) that he would sit for five minutes with folded hands, eyes fixed on vacuity, and let a mosquito bite him on his nose, and not dare to raise a hand to brush it off. I wouldn't give a fig for such a pupil as that, or the twentieth part of a fig for such a teacher.

A teacher has something else to do than to spend his time in continually talking about order. I have heard such an address as this at the opening of a school:

"Now, pupils, be careful to keep very quiet to-day. I am expecting visitors, and it would disgrace us for them to see any of you whispering. Don't laugh, move very quietly, and when you are out at recess make no noise. Remember our motto: 'Order is heaven's first law.'"

Isn't that a good maxim? I have always been taught that it lay at the foundation of all school government.

It is the most pernicious maxim ever posted on the walls of a school room. The thought is right, if interpreted properly, but most teachers understand it to mean that classes must move in exact military precision, and that every recitation must be guided by the law of *suppression* rather than activity and growth. The maxim should read,

"System is heaven's first law."

The worst teaching I ever saw was in a most "orderly" school. Everything moved like clock-work. Each question was asked with wonderful precision, and the answers were given with textbook certainty. There was no whispering in this school. The teacher told me that it was entirely banished. I believed her, but I wanted to say: "So is everything else worth anything." I didn't, but left her believing that she was teaching the most wonderful school in the state, while the fact is she wasn't teaching school at all.

What would you say to young teachers about whispering?

In answering this question I will give you some of the "points" in an address before our last county teachers' association. They will answer your question as well as I am able.

The duty of a teacher is to teach.

Good government comes through good teaching.

Disorder coming from attention to school work is easily regulated.

Disorder coming from want of attention to school work can be banished by securing interest in studies.

When it is proved that a pupil cannot be interested in what pertains to the school, steps should be taken to remove him from the school.

INCENTIVES are the most powerful governmental forces. The best teachers make great use of them.

All good government is self government, both as it relates to the teacher and the pupil.

Note.—This teacher has promised to give our readers an article on the subject of INCENTIVES.

For The SCHOOL JOURNAL
CITY TEACHERS' INSTITUTES.

BY SUPT. A. S. JONES, ERIE, PA.

THE TEACHERS' CITY INSTITUTE SHOULD BE ORGANIZED AND CONDUCTED ON BROAD GENERAL LINES OF EFFORT THAT ESPECIALLY TEND TO DEVELOP STRENGTH AND BREADTH OF CHARACTER IN THE MEMBERS.

There should be a line of culture calling into earnest, enthusiastic co-operation, all the teachers, from the wisest and best to the inexperienced, timid beginners. In order to do this, educational principles should hold high preference over the technicalities of mere method. Every teacher finds it easy to be interested in a general principle, but difficult to consider a special method for a particular step in a certain grade in which he is not practically engaged. The daily work of teaching, like that of other professions, is narrowing, and it should be the chief duty of the Institute to check this tendency of the labors of instruction, and, as it were, to compel the strong to grow stronger and the weak to become strong as men and women: for our schools suffer more from the want of stirring, growing, hopeful men and women than from anything else.

The man or woman that bears unmistakable signs of a mild decay, although clothed in successful experience in handling the minutiae of the best methods, will soon be next to soulless in the schoolroom, and that which should be fresh, up-building instruction, will gradually harden into lesson-grinding, with scarcely a flavor of education in its composition. It is a sad but truthful statement, that there are many veteran teachers who have become "withered sticks," not on account of their early training or mental set, but on account of their not being called upon to tread other paths than those trodden in the performance of their daily tasks.

THE BEST TOPICS FOR GENERAL GROWTH AND INTEREST IN AN INSTITUTE, ARE THOSE THAT CONCERN THE GREAT QUESTIONS OF THE DAY.

They may take several forms, important current events, the life, character, and policy of prominent public men, leading authors, their education, books, style, teaching, etc. The weakest can do something with such topics, while there is abundance of room for the strongest.

TEACHERS SHOULD BE KNOWN IN THE COMMUNITY, AS MEN AND WOMEN.

Who can take a creditable, if not a commanding part in the world's public work. It need not be that their kingdom be confined within the walls of the school-room. The Institute, if properly directed, will widen and strengthen the teacher's influence, not only in the school-room, but in the community.

SEVEN FUNDAMENTAL PRINCIPLES.

Several years ago Dr. John M. Gregory wrote a valuable article on *The Seven Laws of Teaching*. He names them as follows:

I. Know thoroughly and familiarly the lesson you wish to teach; or, in other words, teach from a full mind and a clear understanding.

II. Gain and keep the attention and interest of the pupils upon the lesson. Refuse to teach without attention.

III. Use words understood by both teacher and pupil in the same sense—language clear and vivid alike to both.

IV. Begin with what is already well known to the pupil in the lesson or upon the subject, and proceed to the unknown by single, easy, and natural steps, letting the known explain the unknown.

V. Use the pupil's own mind, exciting his self-activities, and leading him to think out the truth for himself. Keep his thoughts as much as possible ahead of your expression, making him a discoverer of truth.

VI. Require the pupil to reproduce in thought the lesson he is learning—thinking it out in its parts, proofs, connections, and applications till he can express it in his own language.

VII. Review, review, REVIEW, reproducing correctly the old, deepening its impression with new thought, correcting false views, and completing the true.

He says that these laws are not obscure and hard to reach. They are so simple and natural that they suggest themselves almost spontaneously to any who carefully notes the facts. They lie embedded in the simplest description that can be given of the seven elements named, as in the following:

1. A teacher must be one who *knows* the lesson or truth to be taught.
2. A learner is one who *attends* with interest to the lesson given.
3. The language used as a *medium* between teacher and learner must be *common* to both.
4. The lesson to be learned must be *explicable* in the terms of truth already known by the learner—the *unknown* must be explained by the *known*.
5. Teaching is *arousing* and *using* the *pupil's mind* to form in it a desired conception or thought.
6. Learning is *thinking* into one's own *understanding* a new idea or truth.
7. The test and proof of teaching done—the finishing and fastening process—must be a *re-viewing*, *re-thinking*, *re-knowing*, and *re-producing* of the knowledge taught.

READING CIRCLE.

PAGE'S THEORY AND PRACTICE OF TEACHING.

OUTLINE OF WORK, PAGES 9-38.

1. The spirit of the teacher. Something more than mental power requisite. A conscientious, inquiring, reverent, beautiful spirit. 2. The teacher's motives. The work peculiarly open to those who are not animated by the highest motives. Teaching as a secondary object. Teaching as a stepping-stone to "something higher." The result of a wrong estimate of the dignity of the work. 3. The harmful results of such teaching visited on the pupils rather than on the teacher himself. Ignorance no excuse. 4. The four lessons of the pear tree.

1. The teacher responsible alike for what he does and for what he fails to do. 2. The physical health of pupils. Over-excitement over study; impure air; wrong temperature; want of exercise. What evil should the teacher especially aim to avert? 3. A natural order in the education of a child. The order of nature in teaching reading. 4. Earliest lessons in arithmetic. Earliest lessons in geography. The first maps drawn. 5. History connected with geography. A common mistake. 6. Writing on the slate should be commenced early. The use of the pen at the age of ten years. 7. The relation of written arithmetic to mental. 8. Practical grammar may be early acquired by means of language lessons—exercises in description. 9. The study of grammar should not be commenced too early. It cannot be depended upon to do the work of language lessons. Maturity of mind necessary to its comprehension.

1. The wrong manner of studying. Studying for the recitation. Studying the book rather than the subject. The result of such study. 2. Right manner of studying. A motto for pupils. Mental discipline rather than knowledge mechanically acquired. 3. Two pictures of school children. 4. Knowledge without moral training not always a blessing. Teaching by precept alone not sufficient. 5. The moral nature strengthened by exercise, and capable of systematic and successful cultivation. 6. Pupils should be taught the danger of silencing conscience. Appeals to moral sense. The wrong that may be done by a teacher possessing the love and confidence of his pupils.

1. Our debt of gratitude to the Christian religion. Religion as opposed to sectarianism. 2. How much and what of religion may be taught? In what ways may it be inculcated? 3. The danger of cultivating a spirit of skepticism. 4. A high standard for the teacher. Why teachers have nothing to fear from their responsibility as to religious influence. 5. The lesson of the prison.

TABLE TALK.

A friend writes us as follows:

"I have no disposition to quarrel with the statements you make and quote in your Table-Talk anent the hoghishness of not a few teachers in the matter of text-book soliciting and stealing. Human nature is the same in all walks and professions. The peripatetic umbrellas, the hotel Pi Etas, the restaurant tooth-picks, R.R. passes—a thousand and one schemes, petty and prodigious, for dead-beading—attest the soundness of the doctrine of total depravity. This, of course, does not excuse the pedagogue's *caput mortuum*, so to speak. But this much surely can be said: before me lies a list of some forty odd prominent text-book publishers. More than two dozen of these have of their own accord sent to this office circulars and catalogues in commendation of their ware, and are soliciting our patronage. Am I to buy sample copies of all the Readers, Arithmetics, Geographies, Latin Grammars, etc., etc., thus brought to my attention, so as to be able to make an impartial and wise choice? Or, constrained by our proverbial poverty, am I to base my judgment and advice upon the examination of at most one or two series or sets? More than this, our candid opinions, critically given, are in many cases of no little value to both author and publisher. At any rate, every word that can be construed as being favorable, is eagerly gobbled up and utilized—legitimately enough by respectable concerns—as a precious puff.

"And still another point: we are asked, and in most instances cheerfully accord (sometimes at no little sacrifice of time and trouble,) to give all sorts of information and statistics regarding our schools. No liberal, fair-minded publisher need—or for that matter does—grudge us the sample copies now and then sent for.

"Indeed, a far-sighted courtesy would not hesitate to accompany the laudatory circular with an occasional sample copy *sua sponte*,—not by way of a bribe, but to engage and secure attention, otherwise not unnaturally lost in the waste-basket.

"Of course the agent at the institute should not scatter his books broadcast; and no intelligent firm will mail books inconsiderately.

DISGUST."

In declamations, it is well to allow the pupils to repeat their selections four or five times, giving attention, the first time particularly, to the memorizing and pronunciation; the second time to modulation, rate, and utterance as to the thought; the third time, tone; fourth, gesture, position, facial expression.

Our column of Table Talk this week seems to be devoted to criticisms, and it is well, once in a while, to see ourselves as others see us. A friend in Kentucky, who says he thinks the "world and all of us," writes: "You often give exercises to be used on the Memorial Days of noted persons—Shakespeare, Bryant, Whittier, Washington, Lincoln, etc. Now, these are all very good and useful, but the trouble is that they are often published *too late* to do us any good out here. On several occasions last year I wanted to use the Memorial Exercises on the appointed days, but they came too late to be assigned to the pupils. Now, couldn't you publish them this year at least three weeks before the Memorial Day, and so allow your western friends ample opportunity to prepare them for use? I am heartily in sympathy with the idea of observing the birthdays of our noted authors and others. I know of nothing that educates the children so well.—D. G. F.

We shall try to profit by the criticism, but, dear teachers, how many of you observe Memorial Days? It is, somehow, our conviction that you do not. Are we right? Is it an idea of our imagination? If you do not, why not? No time, you say. What, then, have you time for? If you are working under the grim taskmaster of old per cent. and gradgrind, we pity you—from our hearts we pity you! Get out from under such a burden, and teach one year, at least, in the freedom of your own liberty! Teach one year in accordance with the honest conviction of your own common sense.

Professor to lazy student—You tell me you have made no failures in life thus far?

Student—It is true.

P. (musingly)—It is singular, very singular; and with such a disposition. I cannot account for it.

S.—I can.

P.—Pray tell me the reason.

S. (cheerfully)—I never attempted to succeed, you know.

FOR THE SCHOLARS.

AUTHOR'S DAYS.

MRS. FELICIA DOROTHEA HEMANS.
Died May 12, 1855. Born Sept. 25, 1794.

BIOGRAPHICAL SKETCH.

Mrs. Hemans was born in Liverpool, but when five years old her father moved to an old mansion in the rugged wilds of Wales. Here her early childhood was passed amid surroundings that gave her that love for the works of nature and that familiarity with them which adds so much beauty to her works. She published two volumes of poems, "Early Blossoms" and "The Domestic Affections," before she was twenty-four. At that time she began to make a business of literary work. She wrote numerous articles, both in prose and verse, for magazines and annuals, and became very popular, both in England and America.

THE INDIAN WARRIOR'S SONG TO THE DYING GIRL.

Thou'rt passing from the lake's green side,
And the hunter's hearth away;
From the time of flowers, for the summer's pride,
Daughter! thou canst not stay.

Thou art journeying to thy spirit's home,
Where the skies are ever clear;
The corn months' golden hours will come,
But they shall not find thee here.

And we shall miss thy voice, my bird,
Under our whispering pine;
Music shall 'midst the leaves be heard,
But not a song like thine.

Dim will our cabin be, and lone,
When thou, its light, art fled;
Yet bath thy step the pathway shown
Unto the happy dead.

And we will follow thee, our guide,
And join that shining band;
Thou'rt passing from the lake's green side—
Go to the better land!

II.
THE STREAMS.

For the loveliest scenes of the glowing earth,
Are those bright streams! where your springs have
birth;
Whether their cavern'd murmur fills,
With a tone of plaint, the hollow hills,
Or the glad, sweet laugh of their healthful flow
Is heard 'midst the hamlets low.

Voices and lights of the lonely place;
By the freshest fern your path we trace:
By the brightest cups on the emerald moss,
Whose fairy goblets the turf emboss;
By the rainbow glancing of insect wings,
In a thousand mazy rings.

But the wild sweet tales that with elves and fays,
Peopled your banks in the olden days,
And the memory left by departed love
To your antique founts in glen and grove,
And the glory born of the poet's dreams—
These are your charms, bright streams.

III.
MOZART'S REQUIEM.

One more then, one more strain,
In links of joy and pain
Mighty the troubled spirit to enthrall!
And let me breathe my dower
Of passion and of power
Full into that deep lay—the last of all!

Like perfume on the wind,
Which none may stay or bind,
The beautiful comes floating through my soul;
I strive with yearnings vain
The spirit to detain
Of the deep harmonies that past me roll!

One more then, one more strain;
To earthly joy and pain

A rich, and deep, and passionate farewell!
I pour each fervent thought,
With fear, hope, trembling, fraught,
Into the notes that o'er my dust shall well,

IV.
THE SUMMER'S CALL.

All the air is filled with sound,
Soft and sultry and profound;
Murmurs through the shadowy grass

Lightly stray;
Faint winds whisper as they pass,—
Come away;
Where the bee's deep music swells
From the trembling foxglove bells—
Come away.

In the deep heart of the rose
Now the crimson love-hue glows;
Now the glow-worm's lamp by night
Sheds a ray,
Dreamy, starry, greenly bright—
Come away!
Where the fairy cup-moss lies,
With the wild-wood strawberries,
Come away!

V.

MOORISH GATHERING SONG.

Chains on the cities! gloom in the air!
Come to the hills! fresh breezes are there;
Silence and fear in the rich orange bower!
Come to the rocks where freedom hath towers.
Come from the Darro! changed is its tone;
Come where the streams no bondage have known;
Wildly and proudly foaming they leap
Singing of freedom from steep to steep.
Come from Alhambra! garden and grove
Now may not shelter beauty or love.
Blood on the waters, death 'midst the flowers—
Only the spear and the rock are ours.

VI.

LINES TO A CHILD JUST RETURNED FROM THE WOODLANDS.

Hast thou been in the woods with the honey-bee?
Hast thou been with the lamb in the pastures free?
With the hare, through the copses and dingles wild?
With the butterfly, over the heath, fair child?
Yes: the light fall of thy bounding feet
Hath not startled the wren from her mossy seat;
Yet hast thou ranged the green forest dells,
And brought back a treasure of buds and bells.

VII.

THE VOICE OF THE WIND.

Thou hast been across red fields of war, where shiver'd
helmets lie,
And thou bringest back the thrilling note of a clarion
in the sky,
A rustling of proud banner folds, a peal of stormy
drums,—
All these are in thy music met, as when a leader comes.
Thou art come from forests dark and deep, thou rushing,
mighty Wind!
And thou barest all their unisons in one full swell
combined;
The restles pines, the moaning streams, all hidden
things and free,
Of the dim old sounding wilderness, have lent their
souls to thee.
Thou art come from cities lighted up for the conqueror
passing by,
Thou art wafting from their streets a sound of haughty
reverly;
The rolling of triumphant wheels, the harpings in the
hall,
The shout of far-off multitudes, are in thy rise and fall.

VIII.

FROM THE INDIAN CITY.

Sickening she turned from her sad renown,
As a king in death might reject his crown;
Slowly the strength of the walls gave way—
She withered faster from day to day.
All the proud sounds of that bannered plain,
To stay the flight of her soul were vain;
Like an eagle caged, it had striven and worn
The frail dust, ne'er for such conflicts born,
Till the bars were rent, and the hour was come
For its fearful rushing through darkness home,

IX.

FROM ABABELLA STUART.

I saw the stag leap free,
Under the boughs where early birds were singing—
I stood o'erhadowed by the greenwood tree,
And heard, it seemed, a sudden bugle ringing,
Far through the royal forest; then the fawn
Shot, like a gleam of light, from glassy lawn
To secret cover; and the smooth turf shook,
And lilies quivered by the glade's lone brook,

And young leaves trembled, as, in fleet career,
A princely band, with horn, and hound, and spear,
Like a rich masque, swept forth.

GOLDEN THOUGHTS FROM MRS. HEMANS.

Come to the sunset tree!

The day is past and gone;

The woodman's axe lies free,

And the reaper's work is done.

—From *Evening Song of the Tyrolese Peasants*.

Oh! many a voice is thine, thou wind! full many a voice is thine,
From every scene thy wing o'ersweeps thou bear'st a sound and sign,
A minstrel wild and strong thou art, with a mastery all thine own,
And the spirit is thy harp, O wind! that gives the answering tone.

—From "The Voice of the Wind."

Oh! beautiful thou art,
Thou sculpture-like and stately river-queen!
Crowning the depths, as with a light serene
Of a pure heart.

* * * * *
Flower, let thy image in my bosom lie!
Till something there of its own purity

And peace be wrought.

—From "The Water-Lily."

SUGGESTIONS TO TEACHERS.

[In addition to these selections the familiar poems, "The Adopted Child," "The Landing of the Pilgrims," "The Graves of a Household," "Bernardo Del Carpio," may be read, either in the reading class during the week, or on Friday afternoon by pupils who have been previously selected and prepared. A whole week might profitably be spent upon these selections by the advanced reading classes. The interesting historical stories, upon which some are founded, can be related by the teacher or advanced pupils. Let the pupils select such portions as they like best, commit them to memory, and recite them, either at morning exercises or Friday afternoon.—Eds.]

LIVE ANSWERS.

1. In the delta of the Mississippi¹, along a space of 300 miles, ten distinct forests of buried trees have been found. Some of the trees, bald cypresses, measure twenty-five feet in diameter.

2. An egg from Madagascar has been offered to the Museum of Natural History in Central Park for \$3,000. It is something over a foot in length, and has a capacity of over two gallons. It lineal measurement is twice that of an ostrich egg, and its cubic bulk is eight times greater. It is the product of a bird known as the epi-nomus, whose remains, still to be found, prove its colossal size.

3. Martin Van Buren had the art of making friends and avoiding enemies, a virtue that enabled him to manage his political associates much as he pleased; for this reason he was styled "The Little Magician."

4. To make rolled gold, an ingot of brass is cast, and, while hot, a thin layer of gold alloy is poured upon it. When it has become cool it is forced between steel rollers until a long, thin ribbon is produced. Sometimes the percentage of gold is reduced to two and three per cent. In ordinary jewelry rolled gold lasts for ten years.

5. The city of Nankin, the capital of China, has for centuries been famous to the "barbarians" of the outer world for its porcelain tower. It was built quite early in the fifteenth century, by the order of the Emperor, Yung Loh, to the memory of his mother. No expense was spared in its erection, and its total cost is estimated at more than three-quarters of a million of our own money. The work was commenced at noon on a certain day in 1413, and occupied nearly twenty years in its completion. The total height of the tower was more than 200 feet, and was faced from top to bottom with the finest porcelain, glazed and colored. It consisted of nine stories, surmounted by a spire, on the summit of which was a ball of brass, richly gilt. From this ball eight iron chains extended to as many projecting points of the roof, and from each chain was suspended a bell which hung over the face of the tower. The same arrangement was carried out in every story. These bells added much to the graceful appearance of the tower, breaking its otherwise formal and monotonous outline.

6. A great many napkins and other articles of usefulness are now made in Europe from the bark of the paper mulberry. The bark for these purposes is first

dried in the air for two or three days, then plunged for twenty-four hours into a current of fresh water, after which, with the aid of a particular kind of cord, the two species of fibres of which it is composed are separated. The interior fibres are those from which a fine paper is made; they are rolled into balls weighing about thirty-five pounds each, which are washed anew in running water, in which they are allowed to soak for a shorter time than previously, and are then dried; finally, they are boiled in lye made from the ashes of buckwheat flour, constant stirring being kept up; another washing in pure water carries away the last impurities, and the fibres are next pounded with hammers of wood for about twenty minutes; after this they are a second time rolled into balls, and finally transformed into pulp, rice water being mixed with it. The subsequent treatment of the pulp is identical with that of the ordinary manufacture of paper. "Leather paper" is obtained by the superposition of many sheets of the material, previously steeped in "yonoko," pressed and glazed with "shellas."

LIVE QUESTIONS.

1. What statesman was called "Miss Nancy"? Who was called "The Ohio Gong"?
2. What vegetable fibre is a good substitute for rags in the manufacture of paper?
3. What is cocaine?
4. What is the purpose of pain, or, why do we have pain?
5. Who stopped the great clock at Dantzig?
6. What American was called Lady Rebecca?

NEWS OF THE WEEK.

Count Tolstoi, the Russian Minister of the Interior, has been declared incurably insane. It is said that he has enjoyed the distinction of being the most unpopular man in Russia. He believed that to stop the common people from desiring more liberty they must be deprived of education, so he prohibited the sale or use of books, which he believed to be injurious, and reconstructed the schools so that only the rich could attend them. These measures drove many young men into the revolutionary ranks, who would not otherwise have joined them.

On Aug. 21, Spanish warships reached the island of Yap, theoe of Carolines, prepared to occupy it in the name of Spain. The officers were dilatory in landing, and on the twenty-fourth a German gunboat arrived and took intermediate possession, hoisting the German flag over the island. As soon as the news was received in Spain the greatest excitement began. It is said that the king will be overthrown if he does not head the war party. Spain says that there is no call for arbitration, as her claim to the islands is too well known. Germany treats Spain's objections lightly, and scorns the idea of war.

The *Bosphore Egyptien*, the French newspaper published in Cairo, has again got itself into trouble, this time by publishing what is considered injurious to French interests, so France now takes the responsibility of suppressing it.

Don Pedro Prestan, the leader of the insurrection at Panama last spring, was executed at that city, Aug. 18.

The steamer Hanoverian was wrecked off Cape Race, Sept. 2. The captain mistook Cape Mutton for Cape Baldard, and ran the vessel aground. There were 376 passengers on board, but all were safely landed at Portugal Cove.

The poet Whittier is to meet his old school-mates of the Haverhill Academy in a reunion at the St. John's Rectory, Sept. 10.

The Rev. Dr. Stephen H. Tyng died at his home in Irvington-on-the-Hudson, Sept. 3.

A new bureau of the navy department for the study of the higher branches of the naval profession, was opened Sept. 4, at Newport, R. I. It is to be known as the Naval War College.

The owners of the coal mines at Rock Springs, Wyo. Ter., recently imported a large number of Chinamen to work in the mines. This so angered the white men that they organized themselves into a band numbering about 150, and, armed with guns, marched to the Chinese settlement, fired upon the defenceless inhabitants, and set fire to their dwellings. They then proceeded to the mines and drove out the Chinese miners in the same way, firing upon them as they ran. It is thought that as many as fifty were either killed outright, or have since died from their wounds and exposure upon the hills, where they fled for refuge and dare not return, though they are starving. Many have made their way to Evansville, where government troops have been ordered to protect them.

A case of small-pox has broken out in Chelsea, Mass. The victim is the captain of a schooner from St. John, N. B., whose wife was dying with the disease when he left that place. The Chelsea authorities have started on a vaccination tour, and Boston is greatly alarmed.

EDUCATIONAL CALENDAR FOR SEPTEMBER.

BY N. O. WILHELM.

Sept. 16, 1638.—Louis XIV. born; third Bourbon king of France; reigned seventy-two years, the longest and most glorious in French history; patronized science and art.

Sept. 17, 1862.—Battle of Antietam, between the Union Army under Gen. McClellan, and the Confederate under Gen. Robt. E. Lee.

Sept. 18, 1709.—Samuel Johnson, famous English author, born; completed the first good dictionary of the English language; among other works wrote "Rasselas" and "Lives of the English Poets"; noted for his eccentricity and gruffness.

Sept. 19, 1779.—Lord Brougham born; popular English

orator, statesman, author, and scholar; prime minister; wrote on education, science, language, history, and politics. Sept. 20, 1808.—Robt. Emmet born; eminent Irish author and patriot; labored for the independence of his country; led a band of insurgents who murdered Lord Kilwarden, was arraigned for this, and, in defense, delivered his celebrated speech.

Sept. 21, 1832.—Walter Scott died; wrote "The Lady of the Lake," "The Lay of the Last Minstrel," and "Marmion"; also the "Waverley Novels," the best of which are "Ivanhoe," "Kenilworth," and "Rob Roy"; through defaulting partners he lost all his property and was thrown into debt and spent the remaining years of his life in earning money with his pen to pay his creditors.

Sept. 22, 1791.—Faraday born; English chemist and natural philosopher of great eminence; worked at book-binding; used his evenings in experimenting; won the favor of Sir Humphrey Davy, who found him scientific employment; made many discoveries in electricity.

Sept. 23, 1770.—Battle between the Bon Homme Richard and Serapis.

Sept. 24, 1784.—Z. Taylor born; distinguished American general and twelfth President of the United States; fought in the Black Hawk, Florida, and Mexican wars; was dubbed "Old Rough and Ready"; Clay's Compromise Bill was passed during his administration.

Sept. 25, 1794.—Mrs. Hemans born; an amiable and excellent English poetess; among her best poems are "Domestic Affections," "Modern Greece," "Vespers of Paroemo."

Sept. 26, 1820.—Daniel Boone died; American pioneer; had many adventures with Indians while in Kentucky; was twice captured by them, but escaped each time.

Sept. 27, 1876.—Gen. Bragg died; American general and naval officer; served as captain in Mexican War under Taylor; joined the Confederate service; opposed Grant at Chattanooga.

Sept. 28, 1807.—Guyot born; a meritorious Swiss writer on physical geography; made a specialty of glaciers; a friend of Agassiz; wrote a series of geographies; professor of geology and physical geography in Princeton College. Also 1838, Dr. Ritter died; eminent German geologist; founder of the science of comparative geography; wrote numerous works on history and the earth.

Sept. 29, 1518.—Balbo died; Spanish navigator and discoverer. Also 1758, Nelson born; English naval hero and admiral of first order; went to sea when thirteen; in the second great engagement lost his right arm; beat the French in the battle of the Nile; in an engagement near Copenhagen held his spy-glass up to his blind eye that he might not see the signal to retreat, and won the victory; won the great victory over the Spanish at Trafalgar; before this battle he signaled, "England expects every man to do his duty."

Sept. 30, 1770.—Whitefield died; eminent and eloquent English preacher; at college formed a friendship with John Wesley; made seven visits to America; Hume said, "It is worth while to go twenty miles to hear him"; a proof of his persuasive powers was when he drew from Ben Franklin the money he had determined not to give.

EDUCATIONAL NOTES.

Contributions of news and notes are solicited from our readers. Those that state the thoughts expressed at different meetings are more valuable than those that contain only names and dates.

FOREIGN.

From the *London Schoolmaster* we hear that official school examiners in India are noted for their perverse ingenuity in manufacturing grammatical puzzles. And nowhere is this peculiarity more noticed than in the worthy dons who are annually selected by the Syndicate of the Calcutta University for the torture of the rising generation of Bengal. For some time this has become quite a scandal. An attempt was made some four or five years ago to put it down through the medium of a body of moderators. But it has failed altogether. In the question paper, this year, we have, among other puzzles, the following: "Give the feminines of John, Charles," etc. We leave it to the good sense of the moderators to say how far this is covered by the rule which says "candidates are expected to be acquainted with English as written in the present day, in its simpler forms" presuming, of course, that John and Charles are English common nouns, and they are subject, in forming their feminines, to some rule or other of the English grammar as taught in Bengal. It is not difficult to conceive the slaughter of innocents which this question and the like of it (of which there are several) will accomplish. Vagaries like this are not wanting in the question papers of the other examinations. But we have no space to notice them.

According to a report by the Director of Public Instruction in Tunis, there are at the present moment twenty primary schools in the Regency—eight in Tunis, and twelve in other towns—Susa, Monastir, Sfax, Gafsa, etc. In this number are included three schools of the Israelite alliance at Susa, Tunis, and Mehdia. The number of pupils is 3,974, composed of 2,991 boys and 1,983 girls. The report states that there are in addition a certain number of primary schools in which the instruction is religious. Of these there are 113 in Tunis, and about 500 in the whole Regency. For secondary instruction there are three establishments, all in Tunis. These contain twenty-three classes with 38 masters, giving instruction to 416 pupils, of whom 78 are French, 27 Italian, 26 Anglo-Maltese, 74 Jews, 193 Arabs, and 18 of various nationalities.

ARKANSAS.

The Peabody Normal Institute, conducted by Prof. W. C. Smith at Clarksville, the best ever held in this part of the state, closed Aug. 21. There were seventy-five teachers present, and a live interest manifested. A teachers' circulating library was organized, which we hope will accomplish much good.

G. W. H.

GEORGIA.

The teachers who attended the Peabody Institute, held at Atlanta from July 27-Aug. 21, speak very highly of the work done there, and hope much from the results of it in the future, both in the school-room and in its influence upon the legislature. The trustees of the Peabody fund have decided to withhold the donations from such states as fail to make appropriations themselves. Georgia has not yet done so, but an effort is being made by the prominent educators of the state to bring this about.

IOWA.

Page County Normal Institute closed Aug. 21. The six

tendance was 237, the largest ever reached in the county. The teachers were enthusiastic and presented Supt. Wilson with an elegant gold watch at the close of the institute, as a token of their appreciation of his efforts in their behalf.

LOUISIANA.

[The following is an extract from Gov. McEnery's address at the Louisiana Teachers' Association, which was crowded out last week.—EDS.]

"We will have to go beyond the common school and the university, among the masses of the people, and educate them, first as to the necessity for the establishment of public schools, the sacrifices to be made for this purpose, and show that it is the best investment that the people can make, leading to economy in government, the lessening of crime, the creation of new industries, the accumulation of wealth and the decrease of taxation, and educate them, secondly, to the proper understanding of the rights and duties of citizenship, the functions of government, and the appreciation of free institutions. I am safe in saying that not one-half the voting population of Louisiana have any knowledge whatever of these subjects, yet they are eligible to the highest office in the state, sit as jurors, and determine questions affecting property, liberty, and life.

"Our system of government is born of majorities, and these are made up of individual action. The people govern themselves, and individual influence is becoming more conspicuous every day. Individual liberty and free government go hand in hand, and they produce the best conditions of things when all are equal and each has a fair chance. Hence the necessity of instructing, informing and educating those who now exercise what is sentimentally called 'manhood suffrage.' Each individual citizen must be so educated as to understand the reciprocal obligations of the government and the individual, and he must have the moral law so written on his conscience that he may know that where positive law is silent moral force must prevail. Human beings can only live and prosper in the recognition of duty to one another, to the state, and to God.

"To accomplish all these results will require a large expenditure of money and the combined efforts of the individual, the local community. It is as much the duty of the Federal government as of the state to aid and assist in education. We are citizens of a common country, and have been taught that the Constitution of the United States is the supreme law of the land. To understand it requires a high order of intelligence, and it is the duty of this government to educate all its citizens to exercise rightfully the duties of citizenship. And in the absence of such instruction, it becomes the duty of the local government as a means of self-defense, as a protection against ignorant suffrage, bad laws, and bad government, to restrict the right of franchise to its intelligent use. I see no constitutional objection to the proposed appropriation by Congress in aid of education allotted in proportion to illiteracy.

MISSOURI.

The Daviess County Institute closed Aug. 28, after a three weeks' session. Prof. Wm. T. Pugh, County Commissioner, conducted, assisted by Profs. B. F. Duncan and J. J. Bryant. It aroused the teachers anew to the importance of their work, besides giving much assistance for carrying it on. The effects will be seen in the schools this winter.

NEBRASKA.

Webster County has just closed a successful Institute at Red Cloud. Prof. Wm. Smith, of Xenia, O., Prof. D. B. Worley, a musician of note in Massachusetts and New York, and Prof. W. Rowland, of Chester, Neb., made a trio of instructors which could not have been excelled.

The Lancaster County Teachers' Institute, conducted by Supt. H. S. Bowers, closed Aug. 20, after a session of nearly two weeks at Lincoln. The enrollment was about one hundred and seventy. The interest was lively and the instruction unusually good. Little attempt was made to teach the branches themselves, but the instruction was on methods of teaching. These were wide awake, sensible, and practical. Objective work was a strong point—objective not merely in the technical sense, but in that every method given must, and did, have an object—a definite result at its end.

NEW HAMPSHIRE.

Dr. Watson, Secretary of the State Board of Health, is meeting with great success in obtaining the necessary figures and facts with regard to the sanitary survey of the school houses of the state. He has sent out printed blanks to every school district, which, when properly filled out, will give full particulars concerning the location, material, and size of the building; the sizes of the various rooms, and the number and sizes of the windows; how ventilated and heated; the source of the water supply, condition of out-houses, etc. Plans of the premises are also asked, the blanks for these being so prepared that the most inexperienced teacher cannot fail to give correct diagrams. Reports have already been received from over 1,000 of the 2,300 schools of the state, and the balance will probably be heard from during the fall term. The value of these reports is shown by the sanitary improvements already made, at the suggestion of the state board in several of the districts from which they have been received. Dr. Watson is in receipt of letters from boards of health of other states asking for sample copies of these blanks, and they are being generally adopted.

NEW YORK.

The Ithaca High School building, recently completed, is one of the finest structures of the kind in the state. It was begun about July 1, 1884, and the building was finished July 10, 1885. On the first floor there is a room 30x40, to be used by the board of education, for teachers' meetings, and as the office of the superintendent. It contains cases for school supplies of various kinds, and for the books belonging to the superintendent and board of education. East of the room just described are the five rooms belonging to the grammar department. There are two entrances; a roomy hall extending entirely across the building from one entrance to the other, provided with convenient cloak rooms for each sex. At either end of the hall and just inside the entrances are neat marble washbowls for the pupils.

The southeast corner room upon the first floor will be occupied by pupils first promoted from the Central to the High School building. This room is 30x32 feet, and its ceiling, like that of each of the other rooms upon the first floor, is 16 1/2 feet in height. Three of the five rooms of this department are located on the east side of the entrance hall and two on the west, and each contains 55 single desks, which are arranged in such a manner as to allow the light which enters each room, to fall at the left and rear of the pupils. The three rooms east of the hall are each connected with the superintendent's office by a speaking tube.

At the east end of the building, and connected by a two-

story brick passage way for the female pupils, brick earth closets are now being constructed, and which will be finished exteriorly in the same manner as the main structure. Adjacent to these are similar closets for the male pupils. These closets will be thoroughly ventilated, and in extreme cold weather will be heated.

On the second floor is the teachers' reception room, 25x15 feet, furnished with tables, couches, and chairs. Seven speaking tubes at one end of the room communicate with the several class-rooms of the High School department, the superintendent's office, and the janitor's room.

At the east end of the teachers' reception room is the study hall, 51x35 feet in size, and 18 feet high—the largest and most attractive room in the building. It is centrally lighted by a ground glass skylight and contains 16 rows of single desks, with 14 desks in each row. The outside and central aisles are three feet wide. Next to the wall on three sides of the room will be arranged movable settees for visitors. At the west side is located a raised platform or stage for the principal's and assistants' chairs and desks. This platform may be easily transformed into a stage for parlour dramas, etc.

At the right of the teacher's platform and within easy access of the principal are several electric bells for calling the classes of this department from the several rooms. Near the northwest corner is a book case containing the reference books of the school, dictionaries, encyclopedias, etc. In front of this case is a reading table. Upon the wall just inside of each of the pupils' entrances to the school-room, is a small blackboard upon which the time of entrance is to be recorded by the pupil.

West of the study hall is the principal's room, which communicates directly with the teachers' platform. In the rear, or east of the main room, are three recitation rooms. The central or mathematical class-room is 30x32 feet, contains 50 sittings, and is furnished with about 300 square feet of slate blackboard. In the southeast corner of the second floor is located the chemical and physical laboratory, 30x32, with about \$1,500 worth of physical and chemical apparatus.

Upon the third floor is a room 30x40 feet, containing sixty-six sittings, well lighted, mainly from skylights, which will be devoted to bookkeeping, penmanship, examinations, etc.

Superintendent Foster proposes to start a commercial course covering a period of two years, the principal studies of which will be bookkeeping, penmanship, orthography, American history, physiology, and civil government.

In the basement a large room has been furnished and will be used for sociables, school meetings, reading room,

In the Delaware County Teachers' Institute, last week, there were four hundred teachers enrolled. On Wednesday, of this whole number only six were absent. The attendance on the other days was excellent. The greatest interest was manifested, and it is certain that the conductors, Dr. EUGENE BOUTON and Supt. H. R. SANFORD, never did better work or were better appreciated. The Institutes in New York are excellently attended. They were never more systematically conducted than now. Great good must come from them. We congratulate the Institute conductors on the marked success attending their labors.

A friend who looked in upon the Delaware County Institute was much "taken" with the good looks of all connected with it—conductors, commissioners, but especially the lady teachers. Our friend is not a married man, but from what we heard we think he intends to return to Delaware County in the near future, on a short but important visit.

The Glens Falls Training Class has closed its two weeks' session, and a hundred teachers have gone home feeling that two weeks of their vacation at least have been well spent. Not only were they instructive in the best methods of teaching, but actual class work was done before them by all the instructors. Little folks were taught in all the primary branches, from "busy work" to physiology. Intermediate pupils recited lessons and made hills, and valleys, and mountains on the moulding board. Older pupils were given hints upon finding out the physical properties of matter. Not only were the teachers trained in physical exercises, but classes of children were trained before them. These hundred teachers, however, did not spend all their time at work. From eight o'clock in the morning until noon not a moment was wasted in intermissions; the rest of the day was given up to play, so the afternoon found them rambling through the village streets, sitting on the rocks under the old bridge just below the falls, picking their way through the saw-mills, clambering through the quarries, studying terra-cotta making, or, most glorious of all, on top of a tally-ho, behind four good horses, bowling along through the country, with the magnificent mountain air brushing the years from their faces. Two weeks profitably spent and plenty of fun thrown in, was the verdict of

TEXAS.

The teachers of Jack County have formed a society for mutual improvement, and are endeavoring to start a library. Any one having some books or magazines to donate can accomplish much good by sending them either to J. K. Wester, Jacksboro, or J. W. Knox, via Weatherford, care of Eddleman & Davis.

PERSONAL.

Supt. H. R. SANFORD commenced Institute work in his native town, Penn Yan, N. Y., in the Fall of 1860, assisting Rev. T. K. Beecher as conductor. The twenty-sixth of October next he is to conduct the Yates County Institute, thus celebrating his quarter centennial since commencing in this field of labor. Supt. Sanford needs no words of commendation from us. He is too well known in this and other states, and his labors too well appreciated. We congratulate him and his co-laborers on so happy a completion of a quarter of a century of educational work. May he live to complete another.

Supt. F. B. GAULT, of South Pueblo, Col., has recently been doing Institute work in Iowa, his native state. He taught didactics in Tama County Normal Institute, where over 340 were in attendance. In Ida Grove he had a fine Institute of 150 members—the largest number of teachers ever assembled in Ida County. Supt. Gault's health is greatly improved, and he looks forward to another year's successful work in his adopted state.

Supt. SHERMAN WILLIAMS, of Glens Falls; Supt. W. J. BALLARD, of Jamaica; Mrs. N. R. BALDWIN, of Germantown, Pa., and Miss KATE RAYCROFT, of Boston, were the teachers in the summer school recently held in Glens Falls, N. Y. Fifteen counties and six different states were represented. More than one hundred teachers were in attendance, and all report that it was one of the most profitable

gatherings that ever assembled in the state of New York. The gymnastic work of Supt. Ballard cannot be excelled anywhere, while "Supt. Williams is so thoroughly imbued with zeal for progress in all matters pertaining to education that he knows no such word as fail, and going into an enterprise with an idea of success he makes success." Glens Falls has good reason to be proud of her summer school.

PROF. E. N. JONES, late principal of the Saratoga Springs High School, has been elected to the superintendency of schools of Saratoga. Supt. Jones has been principal of the High School for two years.

PROF. MASSEY, of Oneida County, has been elected principal of the Saratoga Springs High School.

PROF. JARED BARBITE, of Saratoga Springs, has been transferred from No. 4 to No. 1, occupying the place held for more than twenty years by Prof. F. D. Wheeler.

It was a proud day at Saratoga for the primary teacher of New York when their venerable and beloved Superintendent, MR. NORMAN A. CALKINS, was elected by acclamation President of the National Teachers' Association. His fame is, indeed, national.

THE REV. DR. JOSEPH ALDEN, the well-known professor and author, died at his home, No. 105 West Fifty-fourth Street, last Sunday afternoon. He was seventy-eight years old. Dr. Alden was born at Cairo, Greene County, New York, in 1807. At the age of fourteen he began teaching in the public school. He entered Brown University, but did not remain there long. He then entered Union College, where he was graduated in 1828. Three years later, he was graduated at the Princeton Theological Seminary, remaining there as tutor for two years. He was then called to Williamstown, Mass., as pastor of the Congregational Church there. After two years his voice failed and he became professor of Latin, then of rhetoric and political economy at Williams College. He retained the latter place from 1835 to 1858, when he was called to Lafayette College as professor of mental and moral philosophy. In 1857 he accepted a call to the presidency of Jefferson College, at Cannonsburg, Penn., where he remained until 1862. He then rested from his labors for several years, but in 1867 became principal of the Albany Normal School. He resigned this position in 1872. Since that time he has devoted himself to writing, and has produced about seventy books for children. He also wrote a number of other books on mental and moral philosophy, ethics, etc. He was a prolific writer for children's periodicals. At one time he edited the New York *Observer*, and at another the Philadelphia *Christian Library*.

HON. SANFORD NILES, of Rochester, Minn., has become editor and proprietor of *School Education*. It has passed into excellent hands. No one in that vigorous state is better qualified, both by education and experience, to edit a school paper than he. For many years he has been intimately identified with the educational interests of Minnesota, especially in the normal school work. We have no doubt of his success in this new field of work.

NEW YORK CITY.

The Board of Education has already commenced to grapple with important questions looking to radical changes in our city schools. But may we suggest to this honorable body that "consolidation" and "re-examination cases" are only minor matters compared with other and more important questions. Gentlemen, you have been accustomed to solve the questions of business, law, and medicine, with great success; you ought to look at the important questions connected with the schools in the same manner. What are they?

The salaries of lady principals and lady teachers need reconstructing and equalizing. Is there any reason under heaven why a lady principal doing the same work as a male principal in a boy's school, should not receive the same salary? You say custom. But if a custom is wrong should it be perpetuated by an honorable board of gallant men? If a woman could do Supt. Jasper's work, or take President Hunter's place, would you give her the same salary now pay these gentlemen? You certainly would, if you acted fairly. You say this is the old question of woman's rights. Well, what if it is? It is none the less important. You have honored women principals in your system who are to-day doing better work than any men could in their places, and you pay them one-half you would aman if he should be elected to succeed them. *This is wrong*, and your excellent judgment tells you so. There are first-rate lady under-teachers—women of culture, education, and social standing—who have been in your schools for many years, to whom to-day you give less than you have agreed to pay to inexperienced young men who have recently been employed. *Why?* We cannot tell. Will you answer the question?

You would justly resent any imputation upon your characters, but are you acting in a high-minded, honorable manner when you permit this gross injustice to continue? These excellent ladies, who have served you so well, find it hard work to make two ends meet on the meagre salaries you dole out to them. They do not complain because it would be of no use, and they would be ridiculed as "strong-minded females." You have taught your teachers that complaints from under-teachers are not popular with you, and so they eat the bread of rigid economy in silence. Your duty in this direction is plain. Whether you will rectify the injustice remains to be seen.

There are other questions that are by no means settled. Among them are the following:

Is it right for a capable assistant or vice-principal to be passed over when he is justly entitled to a promotion, and one who is below him in the line of succession placed above him? In other words, was the last election of a principal by your body calculated to gain the respect and confidence of the people, and encourage the teachers to do their best?

Is it not a mark of want of confidence for you to prohibit teachers from punishing with the rod? Do you know that ear-pulling, shaking, pinching, and keeping-in has much increased since this law was passed? We doubt not that you all believe that a little switching, when you were boys, made better men of you in after years.

In many localities Hood's Sarsaparilla is in such general demand that it is the recognized family medicine. People write that "the whole neighborhood is taking it," etc. Particularly is this true of Lowell, Mass., where it is made, and where more of Hood's Sarsaparilla is sold than of any other sarsaparilla or blood purifier. It is the great remedy for debility, scrofula, dyspepsia, biliousness, or any disease caused by impure state or low condition of the blood. Give it a trial.

LETTERS.

[We have a question from Miss Ida Mallory, and a letter from M. C. Wilbur, but no addresses accompanying them.—Eds.]

ERRATUM.—“O! a dainty plant is the Ivy Green,” was wrongly credited to Tennyson in the JOURNAL, Aug. 29. It should have been Dickens.

We are told not to preach to our pupils, and yet we must “educate their moral natures” or all our teaching is vain. Now, I am anxious to make good moral men and women of my children, but I do not know how to do it. I have failed yet to find anything definite that I could begin on. B. E. S.

Character is a bundle of habits. Habits are formed by the repetition of certain acts. When a child is learning to stand, to walk, and to speak correctly he is forming the habit of right-doing. The discipline of the school-room is intended to secure punctuality, promptness, cleanliness, industry, self-control, attention, etc. These are secured, not by talking about them, but by causing the children to practice them. Thus if a child is idle do not read him a lecture upon the sin of idleness, but give him something to do—something that he likes, if possible—and see that he does it.

It is very important, however, that the child have correct ideas of right and wrong actions, that he admires truth, honesty, and nobility of character, for children are very apt to imitate what they admire. For this purpose the study of the character of eminent men will inspire them with an ambition to imitate their virtues. The study of noble sentiment as found in our best literature, and the memorizing of gems of thought, all assist in building up that regard for the right that will act as a propeller toward right action.—B.]

What are the reasons for the immediate and fatal effects of insect powder, ether, etc., upon insects?

B. J.

The breathing apparatus of the insect is very different from that of the vertebrate animal. Instead of lungs in one portion of the frame, for the definite object of supplying oxygen to the blood, the insect has a central tube, connected with the air by a row of orifices on each side of the body, from which smaller channels radiate to every part of its circulation. The animal lung demands two systems of circulation—arterial and the venous. The insect has but a single circulation, and the whole of its blood is being constantly and fully brought into contact with fresh supplies of air. Hence the instant and powerful effect of any toxic substance with which the air may be impregnated.—B.]

Where is the Oklahoma Land?

G. F.

[The southern boundary extends in a northwesterly direction along the Canadian river from the western boundary of the Pottawattomie reservation (about 97° deg. west longitude) to the 98th meridian; the western boundary follows this meridian to the Cimarron river, which forms the northern boundary from that point east to the Sac and Fox reservation; the eastern boundary is the western boundaries of the Sac and Fox, and Pottawattomie reservations.—B.]

I have a pupil that stammers badly. Will you please tell me what I can do to break him of this habit?

M. L. K.

[Dr. Dio Lewis gives the following rule, which he says has cured three-fourths of all the cases he has treated: The stammerer is made to mark the time in his speech, just as it is ordinarily done in singing. At first he is to beat on every syllable. He should begin by reading one of the Psalms, striking the knee with the finger at every word. “Time can be marked,” he says, “by striking the finger on the knee, by hitting the thumb against the forefinger, or by moving the large toe in the boot.” He believes the worst case of stuttering can be cured, if the victim will read an hour each day, with thorough practice of this remedy, and observe the same in his conversation.—B.]

For morning exercises we have chosen a committee consisting of a president and secretary. They are to hold office for one week, and are elected one week in advance. Every Friday afternoon we expect to have a review of the week's work, besides having essays and letters. I think this will lead the pupils to be in the school-room early, and give them more confidence in themselves.

W. L. C.

How can I obtain some large outline maps, or what will answer the purpose, with the smallest possible expense?

M. D.

The best map to use in class work is a blackboard map that is drawn to illustrate, as the occasion requires, the subjects under discussion. But the work of starting these accurately is often quite laborious, and if attempted before the class will frequently cause the loss of valuable time. If you can borrow some large wall maps you can make stencil maps by spreading a piece of thin paper over the large map and running a tracing wheel over the outlines. Punch little holes all along the line, then when you wish to trace a map spread this upon the blackboard and strike it lightly with an eraser, the chalk-dust will pass through the holes and leave a dotted outline.

If you cannot get access to large maps draw some on manilla paper, by enlarging from those in the geography. The stencil maps can then be made from these, or the outlines of the manilla maps can be drawn with ink. Then when ready to transfer to the blackboard

trace the outlines strongly with bright-colored chalk, moisten the blackboard and press the map against it; sufficient chalk will adhere to the board to mark the outline. But the map from which the transfer to the board is made must be a reverse one.—B.]

Who is “Mrs. Partington,” and where does she live?

C. K.

[Benjamin P. Shillaber; he lives in Chelsea, Mass. He was seventy-one years old last July. He says that he never considers a man old until he gets to be an octagon or a centurion.—B.]

Just what should the teacher aim to accomplish by general exercises? Name some appropriate ones.

M. V. H.

[Exercises for the cultivation of observation and language are most necessary and practicable. For the first, the comparison of objects that resemble each other in some respects and differ in others, as a hen and a hawk (let the picture be presented when the object cannot be brought into the school-room). Botany, in its season, furnishes many specimens for this work. Another variety of exercise for cultivating the observation is the description of pictures. Let one be held up before the class and let them tell what they see. The following exercise has also been commended:

Have a numerous collection of strips of colored paper, cloth, or ribbon. Pick from three to six from the lot and hold them side by side for a short time, place them in a pile and mix them up; now call on some one to arrange the same shades in the same order.

This will cultivate memory as well as observation; the picture lessons may be made to serve the same purpose by holding the picture up, but for a moment or a few seconds, and then removing it. The pupils then tell all they can remember. Language is cultivated by all these exercises; whenever the child is given an opportunity to talk he is cultivating his language. But the teacher is on the alert, and whenever he uses a wrong expression or pronunciation she gives, or asks some one in the class to give, the right. The common errors in speech may be eradicated from a school-room very soon by careful and kindly correction by the teacher.—B.]

Can an unnaturalized Indian purchase and legally hold a piece of land in any of the United States—i.e., can he hold a clear title to such land?

X.

[He cannot.—A.]

How can the imagination be cultivated?

H. C.

[In several ways: by observing beautiful objects, scenery, etc., and recalling them from memory afterward, by reading poetry and descriptions of beautiful things, by hearing music, studying pictures, and by creating imaginary scenes, incidents, etc.—B.]

How can I get a “good moral atmosphere” in my school-room?

H. D.

[Ascertain who are the “leading spirits” in your school; secure their personal attachment, if possible, and make them feel that they can help you; interest them in the moral condition of the school; show them, when an unusually pleasant day has passed, that it was greatly due to their efforts; depend upon these assistants; assign to them certain duties connected with the maintenance of quietness and order. A teacher once had a difficult school which was attended in winter by a rough class of factory boys. Before these came in he put his school in good order, appointed monitors for the different duties, and enlisted all in an endeavor to maintain good order. When the “factory boys” came they found an organized and well-organized community in possession and the public opinion of the school so strong against disorder that they made no attempt to create any.—B.]

[We do not like the expression “moral atmosphere.” It is an unmeaning phrase. Say rather “good intentions,” or “good ideals.” Children are creatures of imitation. They love stories. Give them good models to follow. Tell them the best stories. Create in them a love for what is right. They will then be safe.—A.]

ANSWERS.

23. It is presumed that E. R. L. wishes simply to transmit 6,300 francs from Paris to Chicago by the circuitous route mentioned, subject to the commissions and discount indicated in the problem.

6,300 frs. less 1 per cent. comm. = 6,237 frs.

Since 25.50 francs = one pound sterling, 6,237 frs. = £244.90 in Liverpool.

£244.90 less 1 per cent. com. = £243.49.

Since £1 = \$4.90, £243.49 = \$1192.49 in Boston.

\$1192.49 less 1 per cent. dis't = \$1186.527 in Chicago.

No allowance for postage.

24. What modifiers may a participle have that an infinitive can not have?

G. W. A. L.

[We have presumed that the inquirer means to ask what classes of modifiers, otherwise it would be folly to attempt an answer. One verb may have a modifying word that another verb cannot have.

A participle is a verbal adjective, differing from other adjectives by carrying with it the idea of time. As a verb it expresses action or state of being. As an adjective it expresses some attribute or quality. It may have, however, the construction of a noun, adjective, and verb. It may be modified by an objective, a predicate noun or pronoun, an infinitive, an adverb, an adjunct, and by a dependent clause.

The infinitive is a verbal noun. It may have the con-

struction of a noun and verb, but not of an adjective. It may have all the modifications alluded to above.

Some authors claim that the present participle (called imperfect by Brown,) used in construction as a noun, may be modified by an article or adjective, a modification the infinitive cannot have. A careful investigation will show that the words so used do not perform the functions of a participle, but simply those of a noun.

One illustration will suffice. “The speaker expressed the satisfaction he had in the hearing of the philosopher.” Hearing is the word claimed to be the participle thus modified. But the word in this construction expresses neither action nor state, but simply names an attribute of the philosopher. In the sentence, “The speaker expressed the satisfaction he had in hearing the philosopher,” hearing is a participle, expressing an action of the speaker. The thought of the sentence, it will be observed, is entirely changed when hearing takes the character of the participle.—D.]

25. Leo is one of the most brilliant constellations of the winter hemisphere. Leo is the fifth sign and sixth constellation of the zodiac. Its western limit reaches the meridian on the 18th of March, its centre on the 6th of April, and its eastern limit on the 3d of May. It has 95 visible stars, one of which is of the first magnitude, one of the second, six of the third, and fifteen of the fourth. Its brightest and most important star is Regulus, named after the distinguished Roman consul, although the star was as bright when the consul was born as it is to-day. Nautical men are all familiar with this star, and they make great use of it in determining their longitude. It is very nearly in the ecliptic. If we place our eye upon Regulus we may trace with ease five or six bright stars, which, together, form a figure resembling a sickle. The first of these is Eta, 5 deg. north of Regulus. The two form the handle of the sickle. Al Gieba, the first in the blade of the sickle, is 4 deg. northeast from Eta. The second in the blade is Adhafera, 4 deg. north of Al Gieba. The third in the blade is Ras al Asad, 6 deg. west from Adhafera. The last in the sickle is Lambda, 6 deg. southwest of Ras al Asad. Returning to Regulus and measuring 18 deg. northeast we reach Zosma. Midway between it and Coma Berenices is a beautiful cluster of small stars. South from Zosma 5 deg. is Theta, a star of the third magnitude. Taking our stand at Theta, and running a line to Zosma north, and another line east about 8 deg. 30 min., we reach Denebola, 10 deg. southeast of Zosma. Examining our figure, when we have drawn a line from Denebola to Zosma, we find we have a right angled triangle, right angled at Theta.

The old astronomers represented the constellations by certain animals, although there is nothing in the heavens resembling the animals. This constellation, as its name indicates, was represented by the figure of a lion. The Greek fable represents this lion as infesting the forests of Nemea. It was slain by Hercules and placed by Jupiter among the stars, in commemoration of the terrible conflict. The figure of Leo was in all the Indian and Egyptian zodiacs. In the Hebrew zodiac Leo is assigned to Judah, on whose standard a lion is painted, from which, in the Hebrew writings, many of their striking metaphors are drawn. “Judah is a lion’s whelp, he stooped down, he couched as a lion, and as an old lion; who shall rouse him up?” “The lion of the tribe of Judah hath prevailed.” This is only a brief outline description; a full description would require too much space—D.]

26. “Army,” when the reference is to the aggregate as one whole, is neuter; as, “The army destroyed everything in its course.” When the reference is to the objects composing the collection as individuals, army takes the gender of the individuals referred to.—D.

QUESTIONS.

68. In a sentence like, “He sang a song,” is sang transitive or intransitive?

C. O. D.

69. Please parse italicized words: “John, as well as James, came.” “It was known as Morgan’s raid.” “All that a man has will he give.” “I wish him to be a teacher.”

C. O. D.

70. A man had three cylindrical tube placed tangent to one another, which he filled with wheat, without measuring; he afterward filled the space between the tubes with 25 bushels. How many bushels of wheat in each tub, and how much in the whole lot? D. C. P.

71. What is that whose square root is five times its cube root? Work wholly by arithmetic. W. H. B.

72. A man wishes to know how many hogs at \$9, sheep at \$3, lambs at \$1, calves at \$9, per head, can be bought for \$400, having of the four kinds 100 animals in all. Give an explanation showing how many different answers can be given. W. H. B.

73. In the sentence, “When a man lacks health, wealth, and friends, he lacks three good things,” is health, wealth, and friends used as attribute or object complement? S. C. M.

74. (a) In how many minutes after 4 o’clock will the hour and minute hands be 5 minute spaces apart?

(b) In how many minutes after 4 o’clock will the hour

HORSFORD'S ACID PHOSPHATE

A GOOD THING.

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BOOK DEPARTMENT.

NEW BOOKS.

THE NATURAL ARITHMETIC. By Z. Richards, A. M., late Superintendent of Schools, Washington, D. C. Chicago: S. R. Winchell & Co.

The Natural Arithmetic is wisely and ingeniously prepared to meet the pressing demands of the times. It is based upon a few well known facts, not usually recognized by other authors. 1st. That the essential principles of arithmetic are few; that there are only four kinds of numbers in common use: viz., first, units of whole numbers, or integers; second, units of tenths, or decimals; third, units of varying names, or common fractions; and fourth, units of different names, expressed in combination, or denominative numbers.

2d. That there are only four ways or methods of using each of these four kinds of numbers: *First*, the adding of all kinds of numbers; *second*, the subtracting of all kinds of numbers; *third*, the multiplying of all kinds of numbers; *fourth*, the dividing of all kinds of numbers.

This makes up all there is of pure arithmetic; and, therefore, the mastery of arithmetic requires: *First*, the ability to read understandingly all these kinds of numbers; *second*, the ability to add them; *third*, the ability to subtract them; *fourth*, the ability to multiply them; *fifth*, to divide them; and, *sixth*, to apply them to the various demands of life.

But, to become accurate and rapid in the operations of arithmetic, every pupil must be taught to always bear in mind (a) the real meaning of the numbers to be used; (b) that all numbers to be compared with each other must have the same denominative value and the same name.

Under these conditions they can be used as simple, whole numbers, and by the observance of which the Natural Arithmetic will simplify and shorten the study of all kinds of fractions; and remove more than half the difficulties in applying the principles of percentage, so that every essential principle of arithmetic, from the idea of unity to mensuration of all common surfaces and solids, is embraced in about 130 pages.

There are also sufficient illustrations for any ordinary pupil under the instructions of properly qualified teachers. Every teacher can readily understand and master the principles and methods, and will soon become delighted with the book.

The results of using the book will be seen as follows: 1st. The subject of arithmetic will be mastered in one-half the time usually allotted to the study of it.

2d. The pupils will acquire a clearer idea of arithmetic, and a greater facility in applying its principles than is usual.

3d. When the pupils have mastered the work, they will feel confident that they understand the essential principles of arithmetic.

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5th. Any ordinary person of mature mind can master the subject of arithmetic, by using this book, *without the aid of a teacher*.

6th. Teachers who will use this book carefully will find the work of teaching arithmetic much easier and pleasanter than when using other works.

THE LIFE AND LETTERS OF EMORY UPTON, COLONEL OF THE FOURTH REGIMENT OF ARTILLERY AND BREVET MAJOR-GENERAL, U. S. ARMY. By Peter S. Michie, Prof. U. S. Military Academy. With an Introduction by James Harrison Wilson, late U. S. A. New York: D. Appleton & Co. \$2.00.

Gen. Upton entered West Point at a very early age, and graduated a short time before the outbreak of the civil war. Even while there, the mutterings of secession had already grown loudly audible, and he was called upon to announce very decidedly his strong abolitionist views. He entered the Union Army as a second lieutenant at the beginning of the Rebellion, served through the Antietam campaign; then in Grant's memorable series of operations from the Rapidan to Petersburg; with Sheridan in the Valley of Virginia; and finally in the cavalry campaign from Waterloo through Alabama and Georgia, ending in the last battles of the war. He was rapidly promoted in recognition of brilliant services, and became a division commander at the close of his active fighting career. After the war he was appointed commandant of cadets at West Point, and later, head of a government military commission of inspection that visited Europe and Asia. He acquired high reputation as a writer on military tactics. His death was caused by a disease of the brain that led him to commit suicide at the age of forty-two.

This memoir shows him to have been a remarkable man; as a soldier he united dash and enterprise with great ability as a tactician and administrator. While a lover of war as an art, he was yet a man of high religious character and pure life. The letters here given, including much criticism of affairs during war times, will throw a deal of new light on an ever-interesting subject.

LIVES OF POOR BOYS WHO BECAME FAMOUS. By Sarah K. Bolton. New York: T. Y. Crowell & Co.

The characters in this book have been chosen from various countries and varied professions. The youth reading these biographies cannot fail to perceive that poverty is no barrier to success. Here is shown how two farmer-boys became Presidents of the United States; how a poor mechanic became president of a great telegraph company, and left millions of dollars to a university; how a poor English lad at nineteen, sorting wool in a factory, came to be a baronet and build a town for his thousands of employees. All these examples give encouragement and inspiration to poor young men, and at the same time sound the watch-word, "Work, work, work!"

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WONDER STORIES OF SCIENCE. By Rev. D. N. Beach, Amanda B. Harris, and others. Boston: D. Lothrop & Co. \$1.50.

To improve as well as to amuse young people is the object of these twenty-one sketches, and they fill this purpose wonderfully well. Any boy will surely be interested in an excursion in a balloon and a race with a thunder-storm. And what girl would not enjoy an afternoon in a Christmas-card factory? A curious fact touched in one of the chapters is, that only one hundred and thirty years ago the first umbrella was carried in London, and now there are seven millions made every year in this country. And who would believe it possible that there was a large factory full of women who earned their living by making dolls' shoes. A bright girl or boy who insists on knowing something about the work done in the world, who does it, and how it is done, cannot fail to enjoy these stories. The writers are all well-known contributors to children's periodical literature, and the book will be a welcome addition to any child's library, and might be used with advantage as a reading book in schools.

THEORY AND PRACTICE OF TEACHING, or the Motives and Methods of Good School-Keeping. By David P. Page, A.M., First Principal of the Albany, N. Y. State Normal School; to which is added a Biographical Sketch of the Author. A New Edition, Edited and Enlarged by W. H. Payne, Prof. of the Science and Art of Teaching in the Univ. of Michigan. New York: A. S. Barnes & Co.

This is an old and time-honored classic in a new dress. It richly deserves it. More than any book ever written it has moulded educational thought in our country. It is a grand book, and the teacher who has not read it should not fail to do so at the earliest possible minute.

THREE MONTHS' PREPARATION FOR READING XENOPHON. Adapted to be Used in Connection with Hadley and Allen's, and Goodwin's Grammars. By James Morris Whiton, Ph. D., and Mary Bartlett Whiton, A. B., Instructor in Greek in Pace Collegiate Institute, Brooklyn, New York: D. Appleton & Company.

The same plan that has been so successfully used by the author in his "Six Weeks' Preparation for Reading Caesar," is here applied for beginners in Greek. The first thing that is taught is the inflections of the language, not a vocabulary. Large space is devoted to the

analysis of the verb and a simplified presentation of the use of the moods and tenses. The concluding exercises are composed of sentences, mostly taken from the *Anabasis*. They illustrate what is more difficult in the verb, as well as all the common rules of syntax. A few of the exercises are marked as optional, and other parts can be omitted at the discretion of the teacher and the needs of the pupils. This volume is well adapted to aid those who are learning Greek in order to read the New Testament, as well as a preparation for college. For such, these lessons will be well adapted. The volume is well edited, printed and bound, and is a valuable addition to our preparatory text-books.

INDIAN LOCAL NAMES, with their Interpretation. By Stephen G. Boyd, York, Pa. Published by the Author.

This is a book of great interest to those who are curious of finding out the meaning of a multitude of names that are in daily use in our country. The Indians are passing away.

"But their name is on our waters,
Ye may not wash it out."

"Your mountains build their monument,
Though ye destroy their dust."

The author has made a small volume instead of a large one, because he has defined the words named without unnecessary verbiage. He has given the best interpretation possible, and thus made the book *authoritative* for all who may come after him. In future editions he will, no doubt, find occasion to add other names, but the present list is full enough for ordinary readers. A few common names are omitted, among which we notice *Genesee* and *Minnetonka*. The word *Genesee* is quite general, though improperly, spelled *Genessee* and *Genessee*. This book will be a valuable addition to any teacher's library.

MAGAZINES.

LIPPINCOTT'S MAGAZINE for September is light and amusing. "On this Side" is brought to a satisfactory conclusion. "The Truth about Dogs," by F. N. Zabriskie, is a good-humored protest against the exaggerated fondness for "pets." "The Story of an Italian Workwoman's Life," by Marie L. Thompson; "A Chapter of Mystery," by Charles Morris; "Roses of Yesterday and To-Day," by Alice King Hamilton; "Muster Day in New England," by F. G. Mather; and "The Story of a Story," by Horace E. Scudder, are among the excellent contributions. The "Gossip" contains extracts from Tourgenieff's correspondence.

The *North American Review* for September contains articles on: "Shall our National Banking System be Abolished?" "The Tendencies of English Fiction," "Reminiscences of Famous Americans," "Decay of Ecclesiasticism," "The Great Psychical Opportunity," "Naval Tactics of the Future," "Grant's Memorial—What shall it be?" and Comments. It is a number full of interesting papers.

Harper's Magazine, September, is full of valuable and interesting articles, among the most notable of which are "Labrador," "The Earliest Settlement in Ohio," "Reminiscences of General Grant," by an officer of his staff, and "Impressions of the South," by Charles Dudley Warner. Our two great magazines, *Harper's* and *The Century*, are becoming with each issue more and more filled with most interesting material. It is certain no intelligent person ought to miss either of them. They are not only ornaments to the profession of letters, but extremely honorable to the literary character of our age. We have reason to be proud of them.

The *Atlantic* for September opens with Book First of Henry James's new story "The Princess Casamassima." It is not particularly fascinating, but may prelude an interesting story. Mrs. Oliphant's "A Country Gentleman" is exquisitely beautiful, and "The New Portfolio," this time, opens wide enough to disclose the mystery of Maurice Kirkwood. Warner's "On Horseback" has a pleasing third chapter, and a variety of miscellaneous papers go to make up a fairly readable number. Maurice Thompson, who is capable of better things, contributes some execrable verses entitled "A Taunt." The "Contributor's Club" discusses some very interesting subjects in an interesting way.

PAMPHLETS.

Catalogue of the Smithport, McKean Co., Pa., Grade School; W. L. McGowan, Principal. Stamford, N. Y., Seminary; Adelbert Gardner Ph. D., Principal.

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